

On the Green

A publication for Gallaudet University staff and faculty

September 5, 1996 Vol. 26, No. 22

First Year Seminar meets goals

The First Year Seminar, an integral part of a retention program for new Gallaudet students that was launched for the 1995-96 academic year, has met its goals to date, according to an evaluation made by the Gallaudet Research Institute's Center for Studies in Education and Human Development.

The evaluation report, which was written by Dr. Thomas Kluwin, now a faculty member in the Department of Educational Foundations and Research, concluded that two of the program's three goals—improving students' use of University services and reducing dropout rates—were satisfactorily completed. Determining the success of the third goal—improving academic achievement—will have to wait until FYs students take more courses at Gallaudet, the report stated.

About the First Year Seminar

FYS started last year under the leadership of School of Undergraduate Studies Dean Steven Weiner. FYS is led by Dr. Catherine Andersen, with support from Maria Waters, assistant coordinator, and Judy Termini, curriculum support.

Like all programs in SUS, FYS was designed to provide students the support they need to help them successfully complete their college educations. This assistance is vital, because numerous studies cite that the first year at a college or university is often the time of greatest attrition. The studies show that *all* students, to an extent, are more at risk of dropping out sometime during their first year than during subsequent years.

According to Andersen, this trend has led to a boom in first year programs nationwide. In fact, about 70 percent of colleges and universities across the nation have them, and those with successful programs have seen a dramatic rise in retention rates.

Specifically, FYS teaches students how to access Gallaudet programs and services and to use them to their maximum potential. FYS also promotes the University's emphasis on diversity. To this end, the program strongly encourages respect toward students from all ethnic, cultural, and communication back-

continued on page 3

Dr. Katherine Jankowski named director of Pre-College Demonstration Schools

By Mike Kaika

Dr. Katherine Jankowski has been appointed director of the Pre-College Demonstration Elementary and Secondary Schools. Jankowski, who is currently superintendent of the Minnesota State Academy for the Deaf in Faribault, will assume her position in January 1997.

Jankowski's appointment was announced on August 20 by Vice President for Pre-College National Mission Programs Jane Fernandes.

"Dr. Jankowski is an outstanding professional and brings the right combination of knowledge about deaf education and experience as the chief educational officer of schools for the deaf," said Dr. Fernandes. "Her experience in restructuring the Minnesota State Academy for the Deaf will be invaluable to us as we restructure our programs."

Fernandes said that the process of selecting a director for Pre-College Demonstration Elementary and Secondary Schools involved the entire Pre-College community and representation from the University.

A screening committee composed of teachers and staff, parents of students, and representation from the University's Department of Education and Office of Public Relations reviewed the qualifica-

tions of the applicants.

PCP faculty and staff met informally over lunch with the candidates. And each candidate presented a public lecture that parents and members of the Gallaudet community were invited to attend.

Fernandes expressed gratitude to the screening committee and to the people who attended the lectures and wrote feedback. These sources, she said, "led to the decision that Dr. Jankowski was the

continued on page 3



Dr. Katherine Jankowski



Members of Pre-College's teaching team for Grades 1 and 2 (from left) Linda Hendricks, Demeris Spencer, and Gwen Susswell, and lead teacher Janet Weinstock take part in a cooperative learning activity during the summer professional development program.

Workshops help prepare Pre-College staff for structural, curricular changes

A series of professional development workshops was held this summer to acquaint Pre-College National Mission Programs instructional and support staff with the new structural and curricular changes that have been implemented for the 1996-97 school year.

Each of the four, one-week sessions began with Pre-College Vice President Jane Fernandes reading a parable about the flight habits of geese and how they relate to teamwork in human beings. The waterfowl fly in a 'V' formation because the wind uplift created by the combined flock is far more efficient than one goose flying alone; when the lead goose gets tired, it rotates back to let another take its place; and when one goose is sick or wounded, two others stay with it to lend help and protection.

The tale is significant because it spells out the essence of what Pre-College's reorganization is about—strength and unity in working together to achieve a common goal. And at Pre-College, the goal is to re-emphasize its mission to design an education curriculum that best serves not only the students at its two demonstration schools, KDES and MSSD, but deaf and hard of hearing students across the nation.

Under Pre-College's reorganization, the demonstration schools have been divided into nine teaching teams guided by a lead teacher—a 'master teacher' who will spend a large percentage of his or her time in the classroom, modeling good teaching practices, plus serving as a coach and mentor to other instructors.

Heading up the daily operations of the two schools is the director of Pre-College Demonstration Elementary and Secondary Schools,

to whom the lead teachers will report. Dr. Katherine Jankowski, who is currently superintendent of the Minnesota State Academy for the Deaf, had been named to the post. (See related story this page.)

Eight of the nine teaching teams will carry a special study theme for the year. The teams, their lead teachers, and their themes are as follows:

Parent-Infant/Pre-School/Kindergarten, Nancy Topolosky, "Early Concepts"; Grades 1 and 2, Janet Weinstock, "Natural Wonders"; Grades 3, 4, and 5, Sara Gillespie, "Around the World"; Grades 6, 7, and 8, Trish Ross, "U.S. History" (to pre-Civil War); Grade 9, Fred Mangrubang, "Voyages/Cultural Awareness"; Grade 10, Ron Symansky (acting), "World History"; Grade 11, Marilyn Farmer, "U.S. History" (pre-Civil War to present); and Grade 12, Matt Goedecke, "Challenges/Risks/Opportunities."

The ninth team, Curriculum Enhancement, comprises all of the schools' electives courses—art, physical education, home economics, performing arts, driver's education, and the like—and supports the themes of the other eight teams. This team is led by Marsha Miceli.

The teaching teams are made up of the lead teacher, teacher/researchers, a resource teacher/researcher, an ASL/deaf culture/multicultural specialist, a family educator, an outreach specialist, and other support personnel who will see that Pre-College's three national mission priorities—literacy, family education, and transition are met. Each day of the school year, the members of each team will meet for 100 minutes while students are in their curriculum enhancement classes. They will use this time to discuss student performance, to share

continued on page 2

Lead teachers, teaching teams participate in professional development

continued from page 1

information, for professional development, and for individual planning. This sort of interaction dispels old notions of instructors being responsible for only the students within their respective academic disciplines, said Dave Schleper, Pre-College's literacy coordinator. "There is no more 'these students are in your class, these students are in my class'," said Schleper. "There will be a lot of crossover between content areas. The teams will all work together on the learning goals for each student."

The reorganization has been ongoing since Dr. Fernandes became vice president approximately one year ago. The process has involved input from every member of the Pre-College community, the Pre-College National Mission Advisory Panel, and other constituents on the national level. And it has been endorsed by Gallaudet President I. King Jordan and the Board of Trustees.

"The process of developing the reorganization plan has included input from a wide variety of constituents," said Fernandes. "It has resulted in a plan that is truly innovative and designed to focus resources and personnel on students, their families, and their educational needs."

The idea of a heterogeneous, interdisciplinary team approach to teaching is not new; there have been many that Pre-College has been able to pick and choose from. The result is a tailor-made program that Fernandes believes will be effective in the academic learning of deaf and hard of hearing students.

"The prospects for success of the new program are excellent," said Fernandes. "We have incorporated the current research into how children and youth learn best. With the outstanding interdisciplinary teams focusing their full attention on a group of students, I am confident we will see a rise in achievement levels of the students."

During the summer months, the lead teachers and the teaching teams got a head start on implementing the new teaching processes by taking part in workshops, which were called "Summer Professional Development for Teaching Teams." Approximately 104 teachers and

staff members from Pre-College participated in the training. The training gave them the opportunity to begin to develop the curriculum around each team's theme, to adapt their teaching styles so that they function as a smooth, cohesive unit, and to meet with the families of students to explain the new teaching strategy and to ensure their continued support for learning at home.

Another primary goal was to set up instructional methods that are inclusive of all learners. Since students of all learning levels will be grouped together at Pre-College for the first time, a major component of the workshops dealt with having instructors recognize the individuality and positive characteristics of all students, including those with special needs.

"The training definitely helped prepare people for the start of the school year," said Janne Harrelson of Outreach Services, who coordinated the professional development program. "For some, the material was brand new, and for others it gave them the opportunity to sharpen their skills and enhance their professional growth." The training also allowed the participants to start working together as a team.

The first professional development session was held for the new lead teachers during the week of June 24 to 28. Sessions for the nine teaching teams were divided between the weeks of July 8 to 12, July 15 to 19, and August 12-16.

Presenters from Pre-College included Fernandes, Harrelson, Gillespie, Judy Berglund, Linda Delk, Dr. Margaret Hallau, Schleper, and Topolosky. Other presenters included JoAnn Brown, a private consultant, and Dr. Thomas Jones, professor, and Lillian Tompkins assistant professor, both from Gallaudet's Department of Education. Jones and Tompkins have agreed to continue sharing their expertise with the teams throughout the year.

All sessions basically followed the same schedule. The first day included a presentation entitled "A Day in the Life," in which participants examined possible scenarios for what a typical day might be like on a given team. The first day also concentrated on team building

issues and the constructive use of personality differences.

During days two and three, the lead teachers and team members learned about some of the "best practices" to be implemented. These involved sessions led by Schleper related to implementing writers' workshops within the teams and principles to apply when reading aloud to students. They also learned how to become reflective teachers—a process of self-assessment and personal inquiry. On those days, Jones and Tompkins shared their expertise with the group and team taught a number of exercises.

Jones focused on creating a positive learning environment for children with special needs. Because students from all learning levels are in the classroom this fall, Pre-College teachers must have a greater range of diversity in their planning and approach to education. The first step that Jones took was to have the participants take a hard look at their attitudes toward students with special needs. "Sometimes the attitudes of these students' teachers, parents, and peers is more debilitating than the condition itself," said Jones. He led a number of exercises to help the educators confront attitudes and stereotypes.

"In educational settings outside of deaf education, inclusion has been going on for quite awhile, and with hearing students it has been found that everybody benefits," said Jones. "For example, we know that the best way to learn is to teach each other. So when the brighter students teach the slower ones, in the process the brighter ones learn even more and the slower ones learn better from their peers."

The idea of putting students with special needs into the classroom with other learners is a radical change for deaf schools, said Jones. He said that besides Pre-College, he knows of only a small school in Maine, the Governor Baxter School for the Deaf, that has incorporated the technique.

Following the inclusion activities, some participants expressed concern that the trainers were advocating for inclusion of Pre-College students into the regular mainstream, said Tompkins. She pointed out, however, that this was not the case. In fact, said Tompkins, "the secret to successful inclusion of special needs students who are deaf and hard of hearing takes advantage of the unique aspect of an accessible and shared language environment found in residential or center schools."

Jones added that he is positive the teaching arrangement will work quite well. And he said that the Pre-College teachers who took part in the training were very receptive and enthusiastic about the plan. "It was a very positive experience," said Jones.

Tompkins' presentations emphasized reflective learning and helping the participants form a clear picture of their own beliefs about students, learning, and teaching. As one participant said, "I know what my beliefs are, but I don't know how I demonstrate them." This insight led the group to a productive discussion of best practices and how teachers and others enact their beliefs.

Tompkins also discussed trends in assessment for students and profes-

sionals and gave guidelines on establishing and building professional portfolios.

Days four and five were largely set aside for team planning. Participants worked on their curricula, their themes, logistics, and daily schedules. Parents of students in the demonstration schools were invited to meet with their child's team to learn about plans for the school year and to give their input and ideas.

"All the feedback from the training has been very positive," said Harrelson. "One person told me that he didn't know how he could have started the school year without it. Another confessed that she was a little skeptical about the restructuring at first, but by the third day of the training she saw the many benefits and felt that it would work."

Other participants expressed equal enthusiasm. The training, said Mangrubang, "was very positive. ... I am more than ready to go to work with my Ninth Grade team this school year. We have a great team and I look forward to working with and teaching our new freshman students." Symansky added, "The training workshop helped us to be mentally and physically prepared for our exciting restructuring program. The workshop ... helped us to know what to expect this fall."

The training was truly a bridge between new ideas and putting theories into practice, said Harrelson. What's more, she added, "It was the start of a new commitment toward professional development and collaboration with people from the University. The collaboration with [Jones and Tompkins] was wonderful—and crucial."

"This is the beginning of a new era at Pre-College National Mission Programs that highlights increased collaborative relationships among our own programs, those of Gallaudet University, and those located throughout the United States," said Fernandes. "We are all working toward the common goal of creating the best possible educational systems for deaf and hard of hearing students and their families."

Campus updated on benchmarking project

Late last year, the division of Administration and Business participated in a national benchmarking project, sponsored by the National Association of College and University Business Officers (NACUBO), to assess how efficiently the division operates compared with other institutions and how effectively it serves the campus community.

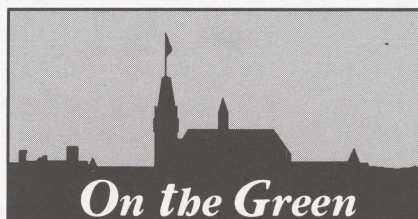
In Phase One, Administration and Business provided data regarding 25 of its programs and services. Six programs in Academic Affairs and two in Institutional Advancement also submitted data. The survey asked for information regarding a variety of performance factors such as costs, value, manpower allocations, and productivity. Ninety other colleges and universities also participated in the project.

In Phase Two, the division of Administration and Business asked Gallaudet employees to rate its services. Thirty-seven percent returned

completed questionnaires. Eighteen other institutions participated in the survey.

This past June, NACUBO distributed project results to participating universities. According to Paul Kelly, vice president for Administration and Business, the data gives his division administrators a good picture of how their service levels compare with other colleges and universities. "I am pleased that many Administration and Business departments and functions compare favorably," stated Kelly.

Kelly said his division administrators have been asked to establish objectives for Fiscal Year 1997 that address areas where their marks fell below average. He is particularly interested in improving services where user satisfaction was not high. The division has set an overall goal to improve programs while reducing costs. "This is an institutional priority, and one to which I am personally committed," Kelly concluded.



On the Green

Published biweekly for the staff and faculty of Gallaudet University by the Office of Public Relations.

Editor

Todd Byrd

Photography

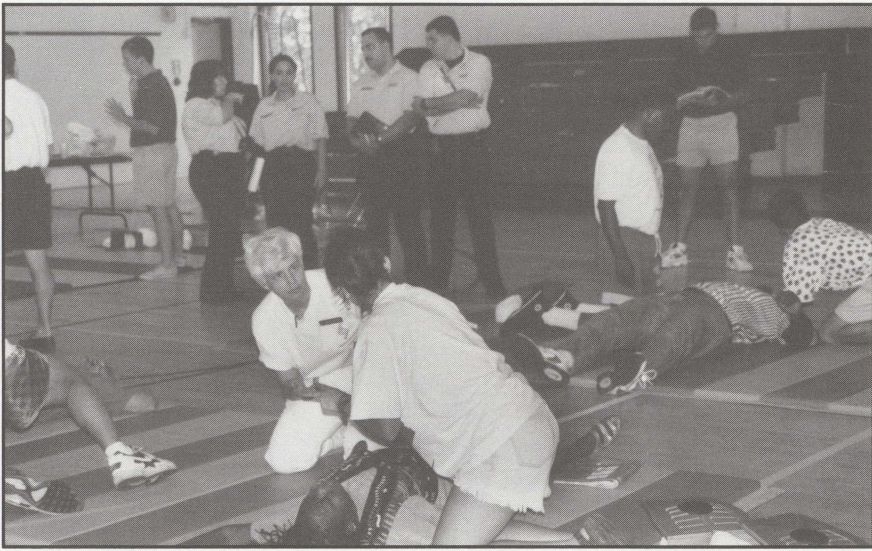
Chun Louie

Typesetting

Thomas Corcoran



Gallaudet University is an equal opportunity employer/educational institution and does not discriminate on the basis of race, color, sex, national origin, religion, age, hearing status, disability, covered veteran status, marital status, personal appearance, sexual orientation, family responsibilities, matriculation, political affiliation, source of income, place of business or residence, pregnancy, childbirth, or any other unlawful basis.



Four of the New York City Fire Department CPR instructors discuss CPR training techniques during an SHS training class led by Mary Price, R.N. (front, left).

New York CPR trainers learn new methods

By Roz Prickett

Six paramedics and emergency medical technicians from the New York City Fire Department visited Gallaudet August 22 and 23 to learn first-hand how to teach cardiopulmonary resuscitation (CPR) to deaf people.

Mary Price, a registered nurse in Student Health Service who coordinated the group's visit, said the group discovered that communication is the key issue in teaching CPR to deaf people.

The New York CPR instructors also learned that while performing CPR, a deaf person can adequately assess by looking and feeling if the victim is breathing, while a hearing person can also listen for breath

sounds. They also learned how to effectively use an interpreter and captioned instructional videotapes.

While on campus, the group joined a CPR class taught by SHS personnel to MSSD Student Life staff.

The CPR instructors have made plans to teach courses this fall to the students at the Lexington School for the Deaf in New York City. Some members of the group are also enrolled in sign language classes.

According to Price, the paramedics and EMTs first became interested in working with the deaf community last spring when three of them were assigned to the New York Fire Department's Division of Training. They discovered that one had deaf siblings, another was a sign language student, and another had wanted to work with the deaf community for years after meeting a young deaf woman with dreams of becoming a paramedic.

Jankowski appointed director at Pre-College

continued from page 1

candidate who could take the 'big picture' as expressed in the restructuring plans and hit the ground running."

In her role as director, Jankowski will be responsible for implementing the new structural and curricular initiatives at the Model Secondary School for the Deaf and the Kendall Demonstration Elementary School instituted at Pre-College Programs by Fernandes.

"I am honored to have been appointed to the newly created position," said Jankowski. "As the Demonstration Schools take on the challenge of the federal mandate to improve the quality of education for deaf and hard of hearing students nationally, the implementation of exemplary practices in education will create opportunities never before imagined. In collaborative efforts with students, families, staff, and the general community, I look forward to educational endeavors that challenge students to achieve their full potential in all areas of their lives."

Prior to her current position, Jankowski was superintendent of the Central North Carolina School for the Deaf in Greensboro. She received her Ph.D. in public communication from the University of Maryland, an M.Ed. in counseling and guidance from the University of Arizona, and a bachelor's degree in psychology from Gallaudet University.

FYS an integral part of retention

continued from page 1

grounds. In addition, the program helps ensure that nontraditional students—such as older students, transfer students, and students who are the first members of their families to go to college—have the support they need to succeed.

Teaching Assistants

One very important component of FYS is the use of upperclass students as teaching assistants. They are recruited from the New Student Orientation group leaders, Residence Advisors, and on faculty recommendations. The teaching assistants, who receive three hours of credit for their work, learn about study groups, education theory, motivation, and cooperative learning and apply these concepts in the FYS classes.

"Twenty faculty members, representing every school at the University, were involved in the first year of FYS," said Andersen, "and they really had a positive impact. Faculty knew that there were times when they needed to step back and let the teaching assistants take over."

The teaching assistants, said Andersen, "serve as extremely powerful role models for first year students. We look at pulling in these academic achievers as role models as an opportunity to enhance the academic culture at Gallaudet."

For example, one teaching assistant, a junior, talked about his experiences before Gallaudet attending school in an oral environment. Another teaching assistant, also a junior, confessed that he had really made a mess of his first year at Gallaudet, and told the new students about some of the pitfalls to avoid.

One of the teaching assistants, Neil McDevitt, a former president of the SBG, told the Board of Trustees last February that he wished that the FYS program had been in place when he was a freshman. Another teaching assistant, Nathelie Johnson, Miss Gallaudet for 1995-96, changed her major to education after being involved in FYS.

Evaluation Findings

The students most positively affected by FYS were older freshmen—students age 25 or older coming to college for the first time or returning to Gallaudet for a second chance. Perhaps a greater testimony to the success of the program is the evaluation which shows that although students who enrolled in FYS were only slightly less likely to drop out of Gallaudet than those who did not enroll, students who completed FYS were only half as likely to drop out than those who had not enrolled.

Another result found on FYS course evaluations was that students who were preps at the former Northwest Campus and older students—older freshmen and students returning for another try at college—were more satisfied with FYS, while groups with the least academic focus were the ones who were most dissatisfied. Students from the latter group were also the most likely to drop out of FYS. Another finding was that FYS stu-

dents were satisfied with the communication abilities of their instructors and had a good rapport with them.

Topics covered in FYS include liberal arts and general education, working cooperatively in groups, time management, organizational skills, learning styles, University resources, problem solving, health education, career planning, and reading and writing skills. The evaluation report stated that students wanted more information regarding time management, organizing, problem solving, and, particularly, reading and writing.

One of the most dramatic results of participating in FYS, according to the evaluation report, was that students' class participation in all of their courses significantly improved. For more than one-half of the students, not only did their ability to participate in class discussions improve, but so did their attendance, their completion of assignments in a timely fashion, and their ability to understand the instructor. Also, half of the students reported that they made better use of the University Library and were more likely to study as a result of being in FYS, and 40 percent reported a greater willingness to participate in study groups.

The evaluation report's conclusion found that students who took and completed FYS were highly satisfied with their instructors, were satisfied with the course, made greater use of campus services, and were less likely to drop out than students who did not take FYS. In addition, FYS increased the utilization of support services and contact with faculty and staff.

"Clearly, FYS students had a lower dropout rate than the students who did not enroll in FYS," the conclusion stated. "While FYS was not an unqualified success, it represents a significant step toward improving short term retention during the first year. The issue of improved academic achievement will have to wait until students complete more coursework."

New for '96-'97

This year's course theme, "Connections: Self, College, Community," embodies the wide participation the program is receiving from the campus. Units lending their support include the Library, Student Life, the Career Center, Counseling, Academic Computing, Mentoring, and Multicultural Student Programs.

A number of changes in FYS have been implemented to make the program even more successful. For one, said Andersen, all units of the University have been asked to become more involved with students who lack direction, encouraging them to set goals for themselves and work toward meeting them. Second, more out-of-class activities, such as in the dormitories, are being set up to reinforce skills and behaviors taught in class. Third, more reading and writing activities are being designed, with help from English Department faculty. Fourth, all students will participate in computer technology training that includes the World Wide Web.

Retention tips

In a letter to the campus community last month, Gallaudet President I. King Jordan called upon faculty and staff to welcome new students to campus and help them feel comfortable. Dr. Jordan asked that everyone wear the "Need Help? Ask Me!" button between August 15 and September 15 so that new students will know that they are part of a caring community that is willing to help them solve problems or get information.

However, as Jordan pointed out, everyone must work together year round to help new students make a successful transition to the University.

Dr. Catherine Andersen, coordinator of Freshman Studies and Retention, will present suggestions throughout the year on ways for faculty and staff to assist in Gallaudet's retention efforts.

Jordan and Andersen both point out that the first six weeks after arriving on campus is a crucial time in a student's decision on whether or not to stay at the University.

Andersen offers the following ideas to the campus community during the first few weeks of classes to help students decide to stay at Gallaudet:

- If faculty members notice that a student is missing classes, follow up.
- Take time to get to know students; for example—become a mentor, meet a student for lunch, and contact students by e-mail.
- Set clear, high expectations for students and provide support, if necessary.
- Help students 'make connections' with each other, with faculty and staff, and the University community as a whole.

CCE's D.E.A.F. summer lecture series features 11 presentations on timely topics

By Bernadette Banks

The annual DEAF summer lecture series, sponsored by the College for Continuing Education's Sign Language and Professional Studies, provided a forum for noted professionals from the deaf community to inform Gallaudet audiences about many timely and interesting issues.

Here are some highlights of each presentation:

• **Dr. Barbara Kannapell, sociolinguist and deaf culture consultant, "Sociolinguistic Issues in the Deaf Community," June 18**

Dr. Kannapell's lecture kicked-off the series with a brief history of how sociolinguistic research has contributed to a better understanding of the deaf community.

Sociolinguistics studies language in relation to its use in the community and culture. It is important to the deaf community because it contributes to language attitudes, regional variations of language, and language contact.

Sociolinguistics emphasizes the approach to study linguistics on the following principles: all languages are equal; diversity of speech is accepted and linguistic variation is systematic, not random; and, languages are studied in the real world as they are used, not in some ideal 'proper' form. Kannapell gave examples of sociolinguistic issues such as 'Black English,' small 'd' versus capital 'D' as it relates to using and writing the word 'deaf'; and ASL versus English.

Kannapell provided suggestions for research on the topics of deaf children, deaf communities, and politics on the use of ASL and English. Her hope is that we will all have respect for both ASL and English.

• **Fred Beam, co-founder and director, Wild Zappers dance troupe, "Wild Zappers: The History of a Deaf Dance Troupe," June 20**

Counseling Center, CCMHC merge

Gallaudet University's University and Community Counseling and Mental Health Center is the official title of a unit of the University created by the recent merger of the Community Counseling and Mental Health Clinic and the University Counseling Center.

The Mental Health Center (MHC)—as the unit will be called for the sake of brevity—is a collaborative venture involving the Departments of Counseling, Psychology, and Social Work. It is located in the Gallaudet University Kellogg Conference Center, occupying the third floor north wing and part of the east wing. Currently, the MHC reports administratively through the Graduate School and Research.

The MHC represents a unique, cross-disciplinary approach to mental health training, research, and service delivery because it coordinates the efforts of several departments and the MHC staff. The center focuses on the needs of the University—students, faculty, and staff—and the Metropolitan Washington, D.C., community who are deaf and hard of hearing. The MHC provides a full range of counseling, psychotherapy, and assessment/diagnostic services.

In addition, the MHC will increase training opportunities for future mental health professionals, coordinate research on mental health and deafness, and provide training and service to the community. The center provides on-site training opportunities that will greatly benefit graduate students and enhance degree programs.

MHC staff members are: Dr. Barbara Brauer, executive director; Sherri Gallagher, administrative assistant; Rochelle Gillis, counselor; Rick Jones, administrative secretary; Dr. William Kachman, psychologist; Dr. Alan Marcus, psychologist; Dr. Lauri Rush, director of clinical services; Dr. Emily Smith-Rappold, psychologist; Chris Van Scott, psychologist (ABD); and Lisa Wellander, counselor. Dr. Jo Ann Mackinson serves as a community consultant.

MHC faculty members are: Counseling—Dr. Diane Morton and Dr. Allen Sussman; Psychology—Dr. Virginia Gutman and Dr. Irene Leigh; and Social Work—Terri Arcari and Dr. Janet Pray.

The MHC is planning an open house this fall.

The Wild Zappers is a non-profit organization under the National Deaf Dance Theatre that seeks to enrich the arts by bringing into focus the beauty of dance and sign language.

Beam told of how he, Irvine Stewart, and Warren "WaWa" Snipe formed Wild Zappers, under the auspices of the Gallaudet Dance Company, to create opportunities for deaf male dancers; to help destroy the stereotype that dance is solely for women; and to promote cultural and educational awareness.

Members of The Wild Zappers, mostly Jazz/Funk/Hip Hop dancers, have a wide variety of performing experience, including Rochester Institute of Technology Dance Company, DuPont Alley Dance Company, National Theatre of the Deaf, and Pennvision Dance Company.

Zappers Beam, Snipe, and Ronnie Bradley demonstrated some of their routines, which energized the audience for its walk to the festivities held to greet Jerald "JJ" Jordan when he carried the Olympic flame to Gallaudet.

• **Jeffrey Rosen, attorney, Equal Employment Opportunity Commission (EEOC), "The Legal Challenges of Deafness," June 25**

Rosen noted that there are many legal challenges that deaf and hard of hearing people still need to overcome. One of the most prevalent is the fight for effective communication.

For example, Rosen said that the American Medical Association favors not allowing interpreters to be present in medical situations. And many places, he said, still bar the presence of a hearing-ear dog.

Rosen said that, surprisingly, even with the passage of the Americans with Disabilities Act in 1989, only 15 percent of the deaf and hard of hearing population seeks legal action in cases of foreseen injustice. He encouraged the deaf and hard of hearing community to learn as much as possible about its rights, especially the ADA; to use all legal provisions to ensure effective communication; and to get a second or third opinion in medical situations.

• **Toby Silver, coordinator of distance education, University Conference Management, CCE, and chair of NAD's Telecommunications on TV Committee and Cable Subcommittee, "New Technology for Communication Access," June 27**

"Information is Power," was the theme of Silver's lecture, and technology is the source for information in the deaf community. In the old days, TTY networks provided deaf people the ability to develop advocacy and political power. Today, the deaf community uses computer and fax networks for these purposes.

In order for deaf people not to get lost on the information highway, actions must be taken to ensure that CD-Roms, computers, telephones, audio and video inputs, satellite and videoconferencing transmission and delivery, and other technologies are accessible to deaf people via text, captioning, and sign language.

The more access deaf people have to the technology world, the more services or information they can acquire. Some examples are: paying taxes to the IRS via computer network; faxing a restaurant order or medical prescription; taking distance education courses; and finding information on the World Wide Web without making calls, such as hotel accommodations and convention registrations.

In the arena of TV/home video captioning, Silver said the deaf community must continue to achieve equal access to universal captioning of all programming. There must be advocacy for captioned TV programs on both broadcast and cable TV networks, and movies in the theaters need to be open caption-accessible. The NAD is working with the Motion Picture Association of America through collaborations with several organizations serving deaf and hard of hearing consumers to increase universal captioning in the movie theaters and home video markets.

• **Holly Roth, sign language instructor, Center for ASL Literacy, and certified deaf interpreter (Reverse Skills Certificate), "Certified Deaf Interpreters," July 2**

An ASL instructor for 18 years and an active member of Certified Deaf Interpreters, Roth talked about the benefits of deaf people as interpreters and how they can become certified.

Numerous situations exist in which a deaf person is most appropriate to interpret or who can assist immensely in the communication and comprehension process, said Roth. A deaf person may be more sensitive, have more cultural awareness, and be more knowledgeable about deaf issues and certain deafness-related nuances. Thus, a deaf interpreter can make the deaf patient, client, or consumer feel more at ease. A deaf interpreter can also be particularly effective for deaf people who have very restricted communication or have minimum language skills.

The deaf interpreter also adds a unique dimension to the interpreting process. The kinds of interpreting deaf people do for a hearing speaker or with a hearing interpreter include consecutive (after the speaker), simultaneous (with the speaker and/or the hearing interpreter), English to ASL, and mirroring or shadowing an interpreter.

• **Michelle Banks, founder and artistic director, Onyx Theatre Company, Inc., New York City, "The Challenges of Establishing a Deaf Theater Company," July 9**

Michelle Banks was educated at Gallaudet from pre-school through her first few years of college, when she transferred to the State University of New York at Purchase (SUNY). In her last year at SUNY she founded the Onyx Theatre Co. with the help of a small grant and two artistic deaf friends.

Deaf theater exists because the deaf community exists, said Banks. It portrays deaf people's lives, presents the beauty of sign language, and in the process it proves to the world that the deaf community has talented actors—more than 15 deaf theaters exist in the United States alone.

Deaf theater companies face challenges, such as finding financial support and management and building an audience. Onyx, now in its seventh year and the only deaf African-American theater company in the U.S., has experienced all of these challenges, said Banks. But the struggle is paying off: After three years of applying for grants at the Department of Education, last year Onyx was awarded a grant for its Cultural Arts Enrichment program in working with the community and schools.

• **Bridgetta Bourne-Firl, former coordinator, University Conference Management, CCE, "The Blessings and Challenges of Being a Deaf Woman in the '90s," July 11**

Bourne-Firl was very involved in the Deaf President Now movement and in women's organizations, at first calling herself a feminist and then later discarding that label because of mixed reactions to it.

The challenges she has experienced in the 90's relate to communication issues, employment rights, and balancing her personal and professional lives. But she said that she feels blessed by the general progress made in society.

After personal changes involving marriage and the birth of her son, Bourne-Firl has changed priorities and sees her main focus as her family. Since the lecture, Bourne-Firl and her family have moved to California. She and her husband, Leslie, a 1988 Gallaudet graduate, are employees at the California School for the Deaf, Fremont.

• **Dave Frank, coordinator, University Conference Management, CCE, "Visual Humor: A Personal Perspective," July 16**

There are very few studies on visual humor and deaf humor, but Frank gave a rather detailed account from his own perspective. He said that in growing up as the first deaf child in a hearing family, he engaged in humor for several reasons: he saw that people loved hearing his father tell jokes, and he also wanted to share the gift with others; he wanted to be part of the laughter and fun his older sister and friends enjoyed; and because he needed something to cheer himself up, especially when he found himself not understanding spoken conversations.

Frank pointed out categories of deaf humor: impersonation, slapstick, storytelling, cartoons, still pictures, and pantomime. The performer must also be aware of certain success factors that make visual humor laughable: mind set, timing, and observation. He shared the differences between hearing humor and Deaf humor and made it clear that visual humor comes alive for us all. This was certainly evident in Frank's presentation—the audience laughed on and on at his comedy routine.

• **Dr. Barbara Brauer, executive director, Gallaudet University's University and Community Counseling and Mental Health Center, "An Inquiry into the Real Mental Health Needs of Deaf People," July 18**

There is not enough evidence to indicate the prevalence and incidence, the types and severity, of mental health problems found in deaf individuals, said Dr. Brauer. In general, deaf people have the same mental health problems as other populations.

However, there are many things needed by deaf clients, said Brauer, such as access to various services; the need for more services, such as those related to employment, alcohol, drugs, HIV/AIDS, and crime; and the need for more mental health professionals appropriately trained to serve the deaf community. Also, there is a need to de-stigmatize mental health problems and mental health services more in the deaf community. Gallaudet University's University and Community Counseling and Mental Health Center will provide a big step toward meeting these needs, she said.

• **Arthur Roehrig, coordinator of Low-Vision and Deaf-Blind Services, the Office for Students with Disabilities, "Deaf-Blindness: A Unique Challenge," July 23**

After discovering that he had Usher Syndrome and wondering how he could live with being deaf and blind, Roehrig talked with countless deaf-blind people and noted that levels of coping with their deaf-blindness vary.

Roehrig identified several important factors that affect deaf-blind people's coping skills. These include: how well each person develops in relationships with family, at school, and in the community; how well deaf-blind people's needs for love/belonging, power, freedom, and fun are fulfilled; and how deaf people are perceived by others—public attitudes can affect a deaf-blind person's coping skills, he said.

• **Dr. Jack Gannon, special assistant to the president for advocacy, Office of the President, "A Look at Deaf History," July 25**

Gannon was the closing speaker for this summer's D.E.A.F. lecture series. In his presentation he stressed that deaf history is important to all people, but especially to the deaf community. As he explained, deaf history gives deaf people an identity.

Gannon said that by the time he graduated from Gallaudet in 1959 he had developed a deep love for the University, its history, and the history of deaf people in America. A noted author, Gannon's books include *Deaf Heritage*, which takes a very positive look at deaf people in America. He said many people tell him that *Deaf Heritage* was a discovery of their roots. He shared a list of other works expanding that discovery by authors such as Otto Berg, Harry Lang, and Ben Bahan. He mentioned that a Deaf Studies Department at Gallaudet, which Dr. Bahan now chairs, has emerged with classes, books, videotapes, and other materials, and students majoring in the subject.

Gannon is involved in many projects, such as the Smithsonian-Gallaudet Exhibition, which is a history of deaf people in America. He and his wife, Rosalyn, maintain the Deaf Ph.D. listing, which now has close to 300 names. Co-authoring a history of the World Federation of the Deaf is another venture in the works.

Please contact Bernadette Banks by the end of September at x8-6047, fax 651-6074, or e-mail BMBANKS with ideas for topics and/or speakers for the 1997 lecture series.

Classified Ads

FOR RENT: 1 BR in Takoma Park, CAC, W/D, dishwasher, small pet ok, avail. 10/1, \$675 plus util. Call (301) 588-5380.

WANTED: Roommate for townhouse in Germantown, Md. Call Celia, (301) 515-8387 (TTY).

WANTED: Childcare provider for 17-month-old child weekdays on campus (MSSD House 200), hours nego, provider with like-aged child especially desired. E-mail Judith Mounty (JLMOUNTY) or Robert Weinstock (RBWEINSTOCK).

FOR SALE: Brown sofa and loveseat. Call Lydia, x5447, or E-mail LOAKINOSI.

FOR RENT: Apt. within walking distance to campus, sep. ent., secure, reasonable rent. Call (301) 774-9719.